

**GHANA EDUCATION SERVICE**  
**ENGLISH STANDARDS AND MILESTONES**

READING COMPONENTS			KG1	KG2	P1	P2	P3
1	<b>Print Concepts: Children should</b>						
	1.1	Know that print and written symbols convey meaning and represent spoken language	G	G	G		
	1.2	Know that print is read from left to right and top to bottom, and recognized familiar print in the environment (e.g. labels traffic, signs, logos such as those for vehicles and TV stations etc.)	G	G	G		
	1.3	Know that books have titles, authors and often illustrators	G	G	G		
	1.4	Know the proper way to handle books (i.e. hold the book upright: turn pages from front to back, one at a time)					
2	<b>Phonological Awareness:</b>						
	2.1	Know about the sound words have, apart from their meaning for example, know about syllables (e.g. "kitchen" has two syllables); know about rhymes (e.g. "bed" and "bread"); recognize similar starting sounds (e.g. "cat" and "king").	GE	GE	GE		
3	<b>Decoding and Word Analysis:</b>						
	3.1	Recognize and produce letters, and differentiate them from numbers and shapes	G	G	G		
	3.2	Know the letters of the alphabets in order	G	G	G	E	E
	3.3	Understand the relationship between spelling of words and sounds of speech				GE	GE
	3.4	Use this understanding to decode unknown word (e.g. use beginning and ending consonants, <i>consonants blends</i> , consonants digraphs, vowel sounds, vowels digraphs, and word patterns)				GE	GE
	3.5	Use basic elements of structural analysis (e.g. syllables, basic prefixes, suffixes, root words, compound words, spelling patterns, contractions) to decode unknown words.				GE	GE
4	<b>Vocabulary:</b>						
	4.1	Know some <i>sight words</i> such as own name	G	G	G		
	4.2	Understand level-appropriate sight words and vocabulary (e.g. words for persons, places, things, actions; high frequency words such as "said" "was", and "where")				GE	GE
	4.3	Use a variety of context clues, comprehends unknown words (e.g. draw on earlier reading, read ahead)				GE	GE
	4.4	Use a picture dictionary to determine word meaning				GE	GE

5	<b>Fluency</b>						
	5.1	Start developing fluency in reading. Read aloud familiar stories, poems and passages with fluency and expression (e.g. rhythm, tempo, intonation).				G	G
6	<b>Comprehension:</b>						
	6.1	Use pictures and prior knowledge to aid comprehension and predict story events and outcomes	G	G	G		
	6.2	Know the element of a story (e.g. characters {main and secondary}, plot event, setting)	G	G	G		
	6.3	Know the sequence of events (e.g. beginning, middle, and end) in a story	G	G	G		
	6.4	Respond to stories by relating them to their own experience	G	G	G		
	6.5	Understand the literal meaning of plays, poems and stories	G	G	G		
	6.6	Know the difference between fact and fiction, real and make believe.	G	G	G		
	6.7	Become familiar with characteristics of informational text and distinguish these from narrative texts (e.g. notice headings and subheadings, caption, text matched to illustrations, etc.). Use these features to anticipate text content and meaning.			G		
	6.8	Connect meaning built from text read orally with illustrations or diagrams in text.	G	G	G		
	6.9	Build understanding of text read orally, and ask and answer questions about it	G	G	G		
	6.10	Use background knowledge to understand and build new knowledge from text (e.g. use experience with nature when listening to texts about particular animals or plants	G	G	G		
	6.11	Use meaning /test clues (e.g. pictures, capture, title, cover heading, story structure, story topic) to aid comprehension by forming mental images and making prediction about content (e.g. action, events characters' behaviour.				GE	GE
	6.12	Use self-correction strategies (e.g. search for clues, identify mistakes, reread, and ask for help.				GE	E
	6.13	Read short passages and answer questions				GE	E
	6.14	Understand main characters of stories: basic characteristics, motivations, and problems they run into.				GE	GE
	6.15	Understand the concept of themes (honesty, friendship etc.) and main events in the story.				GE	

	<b>6.16</b>	Respond to stories with opinions, value judgments inferences, and links to his/her own experiences.				GE	E
	<b>6.17</b>	Understand and appreciate a variety of familiar literary forms and genre such as a fairy tales, folktales, fictions and nonfiction legends, fables, myths, poems and so forth.				GE	E
	<b>6.18</b>	Read a variety of informational expository text with different purposes (e.g. read to follow directions): read to be informed (e.g. signs, warning labels): read to expand understanding (e.g. captions): read to gain knowledge from informational books such as science and environmental studies books				GE	E
	<b>6.19</b>	Understand the main ideas and supporting details of simple expository text (e.g. making a kite)					E
	<b>6.20</b>	Use reading strategies such as summarization, questioning, and graphics organizer before, during and after reading to construct and revise meaning made from text.				GE	E
	<b>6.21</b>	Relate new information to prior knowledge and experience..				GE	E
<b>WRITING COMPONENTS</b>							
<b>7</b>	<b>Writing Concepts</b>						
	<b>7.1</b>	Know that oral stories can be conveyed in written form	G	G	G		
	<b>7.2</b>	know that pictures, symbols, posters and words can communicate	G	G	G		
	<b>7.3</b>	Use pictures, symbols, letters and words to communicate meaning	G	G	G		
	<b>7.4</b>	Dictate stories, poems, and personal narratives	G	E	GE		
	<b>7.5</b>	Uses knowledge of letters to write or copy familiar words, such as own name		G	G		
	<b>7.6</b>	Uses writing tools and materials (e.g. pencils, crayons chalk, markers , rubber, cocoyam, cassava, yam, or potato stamps, computers, paper, cardboard, chalk)	G	G	GE		
	<b>7.7</b>	Space out letters in word and words in sentences			G		
<b>8</b>	<b>Preparing to Write</b>						
	<b>8.1</b>	Discuss ideas with peers and draw pictures to generate ideas				GE	GE
	<b>8.2</b>	Write key ideas and questions and revise				GE	GE
	<b>8.3</b>	Identify the purpose for writing (e.g. writing a card) and the intended audience (e.g. grandmother)				GE	GE
<b>9</b>	<b>Drafting and Revising</b>						
	<b>9.1</b>	Write, reread. Rearrange words, sentences and paragraphs to improve and clarify meaning.				GE	GE

	<b>9.2</b>	Vary sentence types, add descriptive words and details, and delete extraneous information.				GE	GE
	<b>9.3</b>	Incorporate suggestions from peers, teachers, sharpen the focus of sentences				GE	GE
	<b>9.4</b>	Use strategies to organize written work (e.g. included a beginning, middle, and ending				GE	GE
<b>10</b>	<b>Editing</b>						
	<b>10</b>	Edit for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level.				GE	GE
	<b>10.2</b>	Incorporate drawing that enhances the meaning of written pieces, if relevant				GE	GE
	<b>10.3</b>	Evaluate own and others writing (e.g. ask questions and ;make comments about writing help classmate apply grammatical and mechanical conventions)				GE	GE
	<b>10.4</b>	Proofread using a dictionary and other resources.				GE	GE
<b>11</b>	<b>Publishing</b>						
	<b>11.1</b>	Finish writing products and share them with an audience (e.g. read written piece to teacher, parents, classmates etc.)				GE	GE
<b>12</b>	<b>Using Descriptive Language</b>						
	<b>12.1</b>	Use descriptive words to convey basic ideas (e.g. I have a blue ball	G	G	G		
	<b>12.2</b>	Write short descriptive of people objects, place, and animal				GE	GE
<b>13</b>	<b>Writing Various Forms</b>						
	<b>13.1</b>	Use declarative and interrogative forms t o make meaningful sentences				GE	GE
	<b>13.2</b>	Use a variety of sentences structures in writing			G		
	<b>13.3</b>	Write simple rhymes, poems and stories			G		
<b>14</b>	<b>Kinds of Informational Writing</b>						
	<b>14.1</b>	Create simple lists and charts (e.g. fruits, vegetables)				G	GE
	<b>14.2</b>	Write names (labels) of familiar objects, people, and activities				G	GE
	<b>14.3</b>	Write simple directions (e.g. how to make and fly a kite, prepare certain foods, direct another person to place outside the classroom)				G	GE
	<b>14.4</b>	Records events (e.g. keep diary)				G	GE
	<b>14.5</b>	Write simple autobiographies and biographies				G	GE
	<b>14.6</b>	Write descriptions for familiar topics (e.g. animals, trees, food, community etc.)				G	GE
	<b>14.7</b>	Create tables				G	E
	<b>14.8</b>	Write friendly/informal letters (e.g. include the date, address greetings, body, closing, and first name); address envelopes				G	GE

15	<b>Grammar</b>					
	15.1	Apply basic rules of grammar (e.g. subject/verb agreement)	G	G	G	
	15.2	Write complete sentences				GE GE
	15.3	Correctly use various parts of speech Nouns (e.g. names for familiar words). Verbs (e.g. verbs for variety of situation, actions words Adjectives: (i.e. description words) s Adverbs: (i.e. words that answers how, when, where and why questions)				GE GE
	15.4	Pay attention to subject/verb agreement				GE GE
16	<b>Spelling</b>					
	16.1	Use phonic knowledge to spell simple words		G	G	
	16.2	Use conventions of spelling in written compositions, including correct spelling of high frequency words, commonly misspell words and other words appropriate for the grade level.				GE GE
	16.3	Use letter/sound relationships in spelling				GE GE
	16.4	Spell consonants blend patterns correctly				GE GE
	16.5	Use a dictionary				GE GE
17	<b>Capitalization</b>					
	17.1	Follow appropriate mechanical conventions (e.g. use of lower and upper case letters)		G	G	
	17.2	Use the conventions of capitalization (e.g. first and last names, first work in sentences)				GE GE
18	<b>Punctuation</b>					
	18.1	Use appropriate punctuation (e.g. period at the end of the sentence)			G	
	18.2	Use appropriate, including, Full stops after declaration sentence Question marks after interrogative sentences Commas in a serie of words				GE GE
19	<b>Conventions of Print</b>					
	19.1	Write from left to right, top to bottom	G	G	G	
	19.2	Write clearly and legibly				GE GE
20	<b>Uses of Research Materials</b>					
	20.1	Explore and investigate the environment and make a list or label objects in that environment			G	
	20.2	Use a variety of sources to gather information (e.g. books, television programs , pictures charts, observation, interviews, and resource people)				GE GE
21	<b>Planning for Research</b>					
	21.1	Write questions about topics of personal interests (e.g. health, parts of the body, food animals				GE GE
22	<b>Presenting Research</b>					
	22.1	Draw objects observed and label the drawing	G	G	G	
	22.2	Record information from sources and write a short description of it.	GE	GE	GE	

LISTENING AND SPEAKING COMPONENTS						
23	<b>Sound Production and Discrimination: Children should</b>					
	23.1	Begin to produce and discrimination distinctive sounds	GE	GE	GE	
	23.2	Begin to understand speech contain pauses, errors, and speakers' self-correcting	GE	GE	GE	
	23.3	Produce and discriminative a wider range of distinctive sounds of the school languages				GE GE
	23.4	Understand a wider range of speech containing pauses, errors, and speakers' self-correcting				GE GE
24	<b>Vocabulary:</b>					
	24.1	Recognize and use meaningful chunks of language of different lengths (e.g. "May I have _____", "I want _____")	G	GE	GE	
	24.2	Recognize and use frequently occurring content words (e.g. "father," "eat", "food")	G	GE	GE	
	24.3	Recognize and use simple instructional language (e.g. "match", "copy", "slowly")	G	GE	GE	
	24.4	Recognize and use words related to core topics and activities from the curriculum (e.g. weather - "clouds", "wet", "rains")	G	GE	GE	
	24.5	Understand and use menu of the most frequently occurring words and chunks of in the language(s) (including both content words {nouns, verbs, adjectives, and adverbs} and function words {propositions, articles})	G	GE	GE	
	24.6	Recognized and use an increased number of range of meaningful chunks of language of different lengths (e.g. "I don't know if _____", I think that _____, "I've go to _____")				GE GE